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ABSTRACT

This document is a report on the first year of the AACTE-Job Corps Student Teaching Project. A distinct characteristic of the project, developed in response to the increasing national concern for the preparation of teachers for disadvantaged youth, was its utilization of a non-public school setting as a site for part of the regular student teaching experience. Six institutions and 135 student teachers participated directly in the project which involved the cooperative efforts of college supervisors, college faculty, colleges, Job Corps centers, public school systems, public school cooperating teachers, and student teachers. Among the findings of the evaluative study are: (1) The Job Corps student teaching project was most relevant in aiding the student teacher to examine his own self-image. (2) Student teachers repeatedly stressed the benefits derived from interaction with a differing culture and value system. (3) The opportunity to participate in a learning situation where students were volunteers provided new insights regarding classroom discipline. (4) The flexibility of the Job Corps program allows--indeed forces--the student teacher to be creative. (5) In many ways the supervisors were required to go beyond the boundaries of traditional supervision. (6) The majority of participants felt that a number of instructional materials could be beneficially utilized in the public school to facilitate individual instruction. Also included are 11 recommendations for future planning and a concise description of each of the six programs. (Author/JES)

JOB CORPS: A Resource for Teacher Education

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American
Association
of Colleges
for Teacher
Education
Washington, D.C.

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Foreword

The need for the preparation of teachers who are committed to working with students in disadvantaged areas has long been a concern of the American Association of Colleges for Teacher Education. But, prior to the development of this project, the concept of utilizing Job Corps centers as a resource for teacher education in the disadvantaged area had not been explored in any organized fashion.

When the idea was originally conceived, the advantages seemed considerable in number; the problems, such as use of nonschool settings and differences in state certification requirements, looked difficult, but not insurmountable. The considerable success the project met with is primarily due to the cooperative efforts of the many people who participated in it. Thanks are due—

- The Job Corps staff in Washington, whose commitment to the effort served as an example to others.
- The many state directors of teacher education and certification, who were most cooperative.
- The directors of the Job Corps centers and their colleagues, who so willingly accepted additional responsibilities.
- The institutional coordinators who worked out the details of the individual programs and provided creative and insightful supervision.
- The student teachers who were committed enough to enter a totally new and untried situation in an effort to improve the lives of disadvantaged youth.
- Robert J. Stevenson, director of the project, who provided high level administrative leadership in developing this innovative approach to the preparation of teachers.

This document is a report on the first year of the AACTE-Job Corps Student Teaching Project. It was launched as a true group effort at the outset, and a cooperative spirit continued throughout.

This report represents the efforts of the institutional representatives who met at the Tongue Point Job Corps Center in May, 1969. They were:

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ROBERT K. CARLTON—*Associate Professor of Education,* Central Washington State College, Ellensburg

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EDWARD C. POMEROY
Executive Secretary, AACTE

November, 1969

Introduction

Quietly and without fanfare, an effort which was to have a profound effect on the lives of 135 prospective teachers was begun in the spring of 1968. It deeply affected the thinking of some college faculty members and, frankly, caused considerable head shaking on the part of many teacher educators in the country.

At a time when national concern was mounting regarding the preparation of teachers for disadvantaged youth, the American Association of Colleges for Teacher Education proposed to examine the feasibility of utilizing Job Corps centers as sites for the student teaching experience of prospective teachers. It entered into a contract with Job Corps to examine three basic ideas (with particular emphasis on the first two):

1. That student teaching in the Job Corps centers could be a valid experience in the preparation of beginning teachers.
2. That working with youth in the Job Corps centers could provide valuable learning experiences for future teachers who accept positions in the inner city or other neighborhoods made up of large numbers of disadvantaged youth.
3. That teaching materials used in Job Corps centers could have broad application for use in the public schools.

A director for the project was employed, a time sequence was developed, and the project got under way. Geographic proximity of large Job Corps centers to interested institutions was a primary consideration and approximately sixty institutions were contacted initially. In the early stages of the project, priority was given to informing educators about the role, organization, and structure of Job Corps centers.

Interested institutions were asked to submit proposals and encouraged to develop particularly creative projects. Eventually, six institutions were selected for participation. They were given wide latitude to develop individual projects, with but one stipulation: that half or more of the student teaching be done in a Job Corps center. The institutions selected were Cleveland State University, Ohio; Central Washington State College, Ellensburg; the University of Oregon, Eugene; the University of New Mexico, Albuquerque; Weber State College, Ogden, Utah; and a group of colleges with the University of Minnesota, Mineapolis, as their base.

The marked individuality of American colleges immediately made itself evident. Two widely divergent examples were the programs developed by the University of New Mexico and the University of Minnesota. The University of New Mexico chose to develop a concentrated, year-long, in-depth program for twelve to fifteen students, utilizing the nearby Albuquerque Job Corps Center for Women. The University of Minnesota chose a highly decentralized plan including five Job Corps centers and four colleges serving in a supervisory capacity. Students from nine colleges participated and the entire project ranged over a six-state area.

The project faced many difficulties, not the least of which was the concept basic to the plan which utilized a nonpublic school setting as a site for part of the regular student teaching experience. Twenty years ago, many teacher-training institutions were just beginning to use public schools, having previously utilized only the college campus school. Since that time, teacher education has undergone considerable change, but it would be highly unrealistic to say that the idea of using a nonschool setting, such as a Job Corps center, was met with great enthusiasm by vast numbers of teacher educators.

Statistically, there was considerable involvement:

Participants	*Number*
College supervisors	6
College faculty with direct involvement	17
College faculty with secondary involvement	102
Colleges	21
Job Corps centers	14
Public school systems	34
Public school cooperating teachers	99
Student teachers	135

It is interesting to note, and speaks well for the quality of the student teachers, that, of the original 135 assigned to Job Corps centers, 134 completed their assignments successfully; one withdrew for personal reasons.

Chapter I.

AACTE, the Job Corps, and the Universities

University of New Mexico

INTRODUCTION

The major objective of the Albuquerque AACTE-Job Corps-University of New Mexico Project was defined as preparing teachers for inner-city classroom assignments.

Twelve interns were entered into a program which included: 1) seminar courses in professional education, and 2) student teaching assignments which took place concurrently with the course work. The major project objective was realized through an extensive and intensive internship which explored what is called "block programming."

SELECTION OF STUDENT TEACHERS

The initial problem was to recruit twelve students into the program. Thirty-two students applied. Screening was accomplished by taking into account the following considerations, as they applied to each applicant:

- Desire to teach in culturally disadvantaged schools of any type.
- Experiential background.
- Observed behavior with respect to informational meetings and a tour of the Women's Job Corps Center.
- Personal interviews.
- Feedback from Job Corps center personnel.

The Albuquerque Women's Job Corps Center was to be the main center for the laboratory experience as well as the academic seminar classes. Though the original plan called for teaching experience in the men's centers, the progress of the project prohibited any actual placement in the conservation centers. Each student spent approximately one-half of the second semester teaching in a setting other than the Job Corps center: Albuquerque High School, an Albuquerque public school; Albuquerque Indian School, a Bureau of Indian Affairs residential school; and Menaul School, a private Presbyterian residential high school. This arrangement enabled project participants to get a broad base of experience.

PLAN FOR SUPERVISION

Supervision of the project included an overall director and contractor of certain faculty personnel, a contractor for Educational Foundations' personnel, a director of student teaching and placement (particularly in non-Job Corps stations), a part-time instructor and project coordinator, a student teaching supervisor and project evaluator, and a student teaching supervisor. The coordinator was the liaison between the student trainees, the Job Corps center, and the University. It was his duty to:

- Help the directors screen applicants.
- Discuss with the directors selection of appropriate university faculty members and best use of them in the total project, as well as selection of Job Corps personnel to serve as center supervising teachers.
- Arrange for university professors to visit and teach at the Job Corps center.
- Organize the weekly student teaching seminar.
- Communicate plans to the trainees.
- Plan with the center supervisors.

The supervisors were involved in the weekly seminar sessions as discussion leaders, met and held conferences with the cooperating teachers, observed the student teaching, counselled the interns, and communicated their evaluations to the project trainees.

THE STUDENT TEACHING EXPERIENCE

As mentioned above, the University of New Mexico's project was to prepare secondary teacher candidates through a block program involving two elements. First, methods courses and foundation courses in secondary education, and courses in education foundations, consisting of educational sociology and educational psychology, were offered by university personnel in seminar classes taught at the Albuquerque Job Corps Center. Traditional classroom presentations were abandoned for short, intensive, team-taught seminars. Second, student teaching assignments took place concurrently with these courses. Each of the project participants had at least two different assignments—one at the Job Corps center and one in the other cooperating schools. All the trainees had at least two different preparations because each taught in the area of his major field as well as in another area different from, but related to, his major area. In fact, one participant worked in three separate areas: typing, shorthand, and special education. Another had an opportunity to be an instructional television teacher. Thus, a broad range of teaching experience was offered to all participants.

FEEDBACK

Feedback was accomplished through the use of weekly seminars, through discussions with the cooperating teachers, and through materials designed to evaluate the progress of the project. The discussion in the weekly seminars indicated the amount of growth that took place. The problems and progress of the individual trainee in his student teaching assignment were ascertained by the supervisor, cooperating teacher, and the trainee exchanging verbal and written evaluations. Three questionnaires were administered to participants which gave the project supervisors and directors an indication of how the project was proceeding. Each of the participants was asked to tape-record class sessions and write evaluations of individual students.

Central Washington State College

BACKGROUND

Central Washington State College developed its Job Corps Student Teaching Program in cooperation with the Moses Lake Job Corps Center for Women, the Columbia Basin and Fort Simcoe Job Corps centers for men, and the Moses Lake and White Swan public schools. The program was created in the fall of 1968 especially for the training of teachers of educationally deprived youth. The program was predicated on the assumptions that nearly all teacher education programs then in existence prepared students in a middle class environment for teaching at a middle class school; that many teachers trained in middle class schools were reluctant or ineffective teachers of educationally disadvantaged youth; and that a Job Corps center, created specifically for the training of educationally deprived youth, offered a unique educational opportunity for students of teaching.

The strength of the Job Corps Student Teaching Program was its ability to place student teachers in close working contact with youths from different social, economic, cultural, and ethnic backgrounds who were, in some context, underprivileged. In such a setting, student teachers received extensive contact with underprivileged youth of urban, rural, migrant, and suburban backgrounds.

RECRUITMENT, SCREENING, AND PLACEMENT

Recruitment

Interest in student teaching with the Job Corps was meager at first, for Central Washington State College students and staff were ill-informed about the Job Corps. Consequently, Job Corps personnel and youth were invited to campus on several occasions to visit with C.W.S.C. staff and students. They participated in formal classroom presentations and discussions and were available, when not in class, for informal discussions held in a social setting. Field trips were then taken by interested C.W.S.C. staff and students to the three Job Corps centers. Once student teachers became involved at the centers, they aided the program by inviting Job Corps youth to be their guests on campus and in their homes.

Screening

Student teachers were not screened, in any professional sense, prior to admittance to the program. It was believed that completion of the teacher preparation program, endorsement by their major department to proceed with student teaching, and an interest in this type of program provided sufficient screening. The only procedure which might be considered a screening process was that of placing student teachers in the best student teaching situation possible, commensurate with their backgrounds of preparation. If a public school or Job Corps assignment were not available which was commensurate with a student teacher's background of preparation, he was not admitted to the program.

Placement

Responsibility for placement of student teachers rested with the college supervisor. If suitable placement was not available to an interested student, the student was notified early enough to assure proper placement within the regular student teaching program. Final placement of Job Corps participants was made on a cooperative basis among the college supervisor, the public school, and Job Corps officials concerned.

SUPERVISION

Cooperating Teachers

The cooperating teachers, of both the Job Corps and the public school, provided the first line of supervision

for student teachers. Gradual induction of student teachers into the teaching process was the goal in both situations. It was anticipated that student teacher talents and abilities would be sufficiently appreciated to enable student teachers to proceed at their own pace. The cooperating teachers in the public schools proved to be much more adept at fulfilling this responsibility.

The College Supervisor

In keeping with established policy, it was the college supervisor's responsibility to make weekly observations of student teachers, each observation to be followed by individual conferences with the student teacher. In addition, weekly seminars were held for the purpose of maintaining liaison with the college and aiding in the implementation of methods and procedures, plus continuous coordination and evaluation of the program. Because of distances between Job Corps centers and unforseen administrative detail, it was not possible for the college supervisor to make weekly observations. In an established program much of the administrative detail would possibly not exist.

The Graduate Assistant

During spring quarter, a graduate assistant was assigned to the program for the purpose of coordinating on-campus activities of the program. This involved publicizing the program, talking with interested students and staff, organizing and scheduling field trips to Job Corps centers, and assisting the college supervisor in whatever way he could.

STUDENT TEACHER EXPERIENCES

Although Job Corps youths range from sixteen to twenty-one years of age, it became readily apparent that many secondary-age youth were working with subject matter content at the elementary school level. While the subject matter-centered secondary teacher may be more willing to work with this age group, it is often the elementary-trained student teacher who has the best background of professional preparation for working with the educationally disadvantaged. Therefore, C.W.S.C. adopted a policy that allowed the student teacher, whenever possible, to receive experience both in the Job Corps and the public school. This allowed the secondary-trained student teacher to teach his subject matter content in depth at the public school and to work with a large concentration of underprivileged at the Job Corps. It allowed the elementary-trained student teacher also to work with a large concentration of the underprivileged at the Job Corps and still obtain experience in working with children of elementary school age in a public school setting.

Student teachers entering the Job Corps program were expected to live at the Job Corps center where they received free room and board for the entire student teaching period (approximately eleven weeks). Living on-center allowed student teachers to involve themselves in many more, and more varied, activities with Job Corps youth than they might have off-center. And activities ranged all the way from teaching to tutoring, from recreation to bull sessions.

University of Oregon

INCEPTION

The University of Oregon mailed letters to all teacher training institutions in the state inviting their participation in the project and requesting that each send a representative to a planning session in Salem. This meeting was attended by representatives from Portland State University, Oregon State University, Linfield, Marylhurst, Southern Oregon College, and the University of Oregon. Officials from the state department of higher education and from Tongue Point Job Corps Center were also present.

This session succeeded in disseminating information regarding the specifics of the contract, in establishing the role of the supervisor, determining conceivable operational modes, receiving state department approval for teacher certification, and, not least, developing interest in the project.

As an outgrowth of the Salem meeting, an initial proposal for program implementation was prepared by the project supervisor and forwarded to teacher training institutions throughout the state. This was completed in mid-August.

The recruitment of ten participants, set as a goal for fall quarter, seemed somewhat remote at this point in time. Summer session was over; few undergraduate students were on campus, thus making contacts with possible prospects difficult. Little was done, or could be done, until students returned for registration the third week of September. Recruitment efforts during that week were restricted to the University of Oregon campus. The result was that only four girls, three of

whom had been students in the new supervisor's "Introduction of Classroom Procedures" class the previous spring, became the first participants in the project. They made their decision on Thursday of registration week, reported to Job Corps housing in Astoria on Sunday, received their orientation, and started classroom assignments immediately.

FALL QUARTER

With only four student teachers under his wing, the project supervisor was able to direct the majority of his time to the following efforts:

- To learn Job Corps operation and become acquainted with personnel.
- To establish contacts and build rapport with public school administrators and future cooperating teachers.
- To set up the mechanics of future recruitment, articulate information to academic departments, determine evaluation procedures, lay out campus interview schedules, and prepare and distribute posters—all with the cooperation of the various participating colleges of education.
- To establish general office procedure, including filing of all materials.
- To learn expectations of cooperating teachers and develop a supervision mode.
- To establish contacts with interested universities through campus visitations.
- To prepare student-oriented program information papers for campus use, prepare pre-interview application forms, determine appropriate seminar format, and order materials and prepare forms for student evaluation of programs.

WINTER AND SPRING QUARTERS

Fifteen student teachers, representing four Oregon universities, were recruited during October and November for participation in the winter quarter program. They were selected from approximately thirty applicants. The same number, fifteen, also participated during spring quarter. Administrative and supervisory modes were established during winter quarter for working with approximately fifteen student teachers; that number now appears to constitute a workable maximum, considering the breadth of student teacher and supervisor responsibilities.

CLASSROOM ASSIGNMENTS

Student teachers were assigned to Job Corps and public school classrooms on the basis of academic training, individual interest, and availability of effective cooperating teachers. Most were split between the Job Corps and the public school, spending full time in each assignment for a half of the session. Some student teachers chose full-time or three-quarter-time Job Corps.

SEMINARS

The supervisor conducted three seminars weekly, with each student teacher participating in two.

EVENING AND/OR WEEKEND INVOLVEMENT

Student teachers were encouraged to become as involved as possible in helping supervise various center life activities; most did so. These included acting as supervisors for out-of-town exchange dances and picnics with men's Job Corps centers, riding church buses to Portland on Sundays, helping with graduation and dormitory activities, and supervising recreation affairs. Activity forms were completed and returned to the student teaching office each week; these were kept in individual student teacher files.

COMMUNITY INVOLVEMENT

Efforts were made to help the student teacher understand his responsibility to the community. To date, students have served as guest speakers for the Astoria Lions and Kiwanis clubs; during winter quarter a pen-pal letter exchange between students in their Job Corps reading classes and Clatsop Community College students was instituted. Exchange of classes between cooperating teachers in Job Corps and Astoria High School was arranged on two occasions. One class of Astoria High School Junior English students visited Job Corps reading classes as the result of interest shown by a student teacher.

UNIVERSITY-JOB CORPS RELATIONS

This area has been specifically enhanced by several student teachers who worked with a panel of college supervisors and cooperating teachers at Oregon State University. In this session, held in February in Corvallis, the two student teachers involved explained their Astoria program to a large group of OSU faculty. Since that time, several OSU department chairman and Portland State University education faculty have

visited the center to learn more about the student teacher program. After returning to campus, several student teachers have been asked by professors to explain their experiences in the Job Corps to their university classes.

Weber State College

Weber State College participated in the project and developed a cooperative working relationship with two Job Corps centers in Utah. Both centers had a primary objective: to give sixteen- to twenty-one-year-old young men the opportunity to develop educational and basic skills essential to getting and holding a job. Both were residential centers, and each offered a Basic and General Education Development (GED) program, along with technical-vocational training.

Weber Basin Civilian Conservation Job Corps Center was established by the Department of the Interior. It had a capacity of 225, with retention consistently close to 85 percent. The work-study program had the corpsmen working in government parks, on roads and buildings for one week, and returning to the center for educational and technical training the next.

Thiokol Clearfield Corps Center, an industry-operated center, was recently awarded a government incentive contract to continue its operation. Its capacity is about 1,900, with retention averaging 75 percent. In addition to the Basic and GED programs, the center has an advanced and a paraprofessional program. The technical-vocational program is extensive, ranging from agriculture through specific phases of aerospace training. Furthermore, Clearfield busses corpsmen to Davis High School for regular diploma work. There are on-center college orientation and course-work classes (conducted by Utah State University).

Communication between the supervisor and the directors and teachers at both centers was continual, highly interactional, and extended beyond performance of typical supervisory functions. Perhaps these person-to-person and person-to-group relationships tended to define clearly the unique aspects of supervision of student teaching at the centers. For example, the teachers at the centers looked to the college supervisor for information concerning new approaches, available course offerings, and, sometimes, assistance in interpreting procedures.

Recruitment, Screening, and Placement

In addition to adding the supervisor to its teacher education staff, Weber State College also included the two Job Corps centers in its regular student teaching assignments program. Those students volunteering for Job Corps center experience were assigned for one-half of their student teaching quarter.

In keeping with the usual procedure, the college coordinator did most of the recruitment, screening, and placement of student teachers. This procedure freed the project supervisor to develop an innovative, creative, and directly affective person-to-person teamwork approach to supervising the student teacher's Job Corps experience.

Supervision Program

The AACTE Project Supervisory Program was developed from within the regular procedures of this aspect of the college teacher education program; beyond this, the program developed as it progressed. The supervisor's experience and training, many conferences with Job Corps center directors and personnel, intensive study of the procedures there, and a sense of responsibility for liaison combined with direct involvement to develop the following:

1. Guidance approach to supervision was extended to a system of individual and group problem-solving conferences, including a considerable emphasis upon interaction communication.
2. Establishment of a problem-solving seminar, which was held on campus for two hours each week, included both student teachers working at the Job Corps and those in public schools.
   a) Discussion sessions promoted an exchange of ideas on teaching methods and unique problems. Discussion touched on problems of poverty, guidance approaches in teaching, development of interaction communication awareness, individually prescribed instruction, programmed instruction, and development of self-awareness and self-concepts.
   b) The students planned and introduced discussion areas. They planned for self-evaluations, evaluation of the seminar experience, and the supervisory program. They discussed characteristics of the effective teacher (particularly in the Job Corps experience), the use and interchange of center and school materials, and asked that group discussion seminars be held at the centers and in the schools (when feasible).

3. Development of an interchange, half-day visiting program: student teachers in one school visited those in another, and student teachers in one Job Corps center visited those in another center.
   a) Thus student teachers in a team-teaching situation visited not only other team set-ups, but also self-contained classrooms. Student teachers at the Corps centers visited various levels and combined teaching situations in each others' centers.
   b) This interchange concept was suggested to center directors for their regular teaching staffs. It was also suggested that these regular teachers could shift within the centers. (Two such interchange visitations did occur; reactions were positive but favored the teacher's own center over the one visited.)

The Cleveland State University

INCEPTION

General Background

In the fall of 1968, by agreement between The Cleveland State University and the American Association of Colleges for Teacher Education, The Cleveland State University College of Education became one of a handful of teacher preparation institutions actively using Job Corps centers as a part of the student teaching experience of future teachers.

University-Job Corps Relationships

The Cleveland State University, a new institution of higher education, was founded in 1964 when the state took over Fenn College, a small downtown private school. Its rapidly expanding College of Education is oriented toward producing teachers for the metropolitan area and has several programs aimed at developing inner-city teachers.

Two Job Corps centers cooperated with the university and made their resources available to the student teachers. They were the Cleveland Women's Job Corps Center, located on Ansel Road in downtown Cleveland, and Atterbury Job Corps Center, a men's center, located in Edinburg, Indiana. The Cleveland Center is operated by the Alpha Kappa Alpha Sorority and has a capacity of about 350 women. The Atterbury Center is operated by the Westinghouse Learning Corporation and has a capacity of about 1,600 men. Thus, The Cleveland State University had the opportunity to develop programs for student teachers in two different types of situations.

GENERAL DESCRIPTION OF THE PROGRAM

Selection of the Students

Students were selected for Job Corps student teaching on the basis of their interest and the needs of the Ansel and Atterbury centers. All the university students preparing for teaching received sixty to one hundred hours' experience in an inner-city school as a part of their preservice preparation. Some students visited the Job Corps as a part of their "methods" field experience. During the "methods" classes, faculty members described the Job Corps opportunity; students with Corps experience spoke to the classes; and literature about the Corps was passed out. As a part of processing student teaching applications, students interested in the Corps were interviewed, and the necessary arrangements made.

Twenty students, or about fifteen percent of all seniors seeking secondary certification, had student teaching experience at either the Job Corps Center for Women at Ansel Road, or at the Job Corps Center for Men at Camp Atterbury.

Supervision

Supervision of the student teacher was the responsibility of the regular university faculty. All of those who participated in the program had previous experience in the field. Seminar topics were selected by the student teachers in conjunction with the supervisor and tended to center around the problems of poverty. At the conclusion of the program each participating student was scheduled for an in-depth interview regarding his experience.

University of Minnesota

DESCRIPTION

The University of Minnesota served as the coordinating institution (1) to establish Job Corps centers in the six-state region (North Dakota, South Dakota, Minnesota, Iowa, Wisconsin, and Illinois) as loci for student teaching, (2) to inform colleges and universities in the area of the program, (3) to select college

supervisory personnel, (4) to process and place applicants, and (5) to manage the program funds.

Six Job Corps centers were invited to serve as student teaching centers. Four were conservation centers in rural South Dakota, Minnesota, and Wisconsin; two were urban centers for women in Illinois and Iowa. Although all six accepted the invitation to become centers for student teaching, only five were finally selected, owing to the location and numbers of applications from student teachers.

The Boxelder Job Corps Conservation Center was situated in the Black Hills National Forest, twenty-six miles northwest of Rapid City, South Dakota, and was administered by the United States Forest Service of the Department of Agriculture. The core of its education program was elementary and remedial reading, arithmetic, language skills, and penmanship. The center conducted classes in "The World of Work," a course designed to acquaint corpsmen with, and prepare them for, the job world; to teach them techniques for obtaining employment; and to acquaint them with job-related activities.

The Lydick Lake Civilian Conservation Center was located in the Chippewa National Forest in northern Minnesota, and was administered by the United States Forest Service of the Department of Agriculture. Corpsmen spent half their time in basic education (reading, mathematics, language study skills, and physical education). Programmed materials allowed each corpsman to advance at his own pace.

Tamarac Job Corps Conservation Center was located in the Tamarac National Wildlife Refuge in Minnesota and was administered by the Bureau of Sport Fisheries and Wildlife. Corpsmen attended classes and participated in the work program during alternate weeks. Basic principles of reading, mathematics, health, and work experiences were taught to all corpsmen. Individual instruction allowed corpsmen to advance at their own rate.

The three conservation centers had similar populations: 65 to 75 percent black, 15 to 30 percent white, and 5 to 10 percent of Spanish-speaking background. Each center had approximately two hundred corpsmen.

The Clinton Job Corps Center, a part of the Career Program Division of General Learning Corporation, was located in Clinton, Iowa, and enrolled approximately nine hundred girls. The center employed almost four hundred full- and part-time staff members. The program at the center was divided into three categories: the vocational training program, project or elective classes in areas of personal growth and development, and the avocational program. Corpswomen spent four hours each day in vocational study, two hours in basic education, one hour in project classes, and one hour in avocational activities.

The Chicago Job Corps Center, in Chicago, Illinois, was administered by the Community Resources Division of the Brunswick Corporation. The center enrolled one hundred girls as residents and one hundred as non-residents. The basic education classes were devoted to improving language arts and arithmetic skills. "World of Work" classes were conducted to enable corpswomen to develop skills necessary to maintain jobs.

COMMUNICATING WITH COLLEGES

The University of Minnesota sent letters describing the project to the ninety-three colleges and universities in North Dakota, South Dakota, Iowa, Minnesota, Wisconsin, and Nebraska. The letter read, in part:

> The AACTE-Job Corps Student Teaching Project will provide clinical experiences especially suitable for those who someday plan to work with rural and urban disadvantaged youth. A major goal of the project is to provide opportunities for student teachers to relate to these young men and women and to work with them individually or in small groups. A Job Corps center will not have a class in sociology or a class in French, for example, but it will have basic courses to which these student teachers can contribute while learning the "how" of working with the disadvantaged. Student teachers may be involved in tutoring, teaching small groups, preparing on-site training films, writing textbooks and units of instruction for the disadvantaged, taping units of instruction for individual and group use . . .

Thirty-one of the ninety-three colleges and universities responded, indicating interest in the program. Half of that number said that their student teachers had already been placed, but that they wanted to be kept informed of the project as it developed. During the course of the year, several institutions from other states requested information about the program and expressed a desire to participate during the 1969-70 academic year.

Posters and application forms were sent to the institutions which expressed a desire to participate.

Of the thirty-one institutions, nine nominated students for placement:

Black Hills State College, Spearfish, South Dakota
North Dakota State University, Fargo, North Dakota
St. Cloud State College, St. Cloud, Minnesota
St. John's University, Collegeville, Minnesota
South Dakota State University, Brookings, South Dakota
University of Minnesota, Minneapolis, Minnesota
University of Minnesota at Morris, Minnesota
University of North Dakota at Ellendale, North Dakota
Westmar College, LeMars, Iowa

RECRUITING, SCREENING, AND PLACEMENT

Colleges and universities recruited and screened applicants and submitted only those applicants approved by the directors of student teaching. The institutions determined the amount of credits to be awarded and the length of the student teaching term. The University of Minnesota attempted to place student teachers at the center which they named as their first choice. A minimum of one month of student teaching was required. Three students from colleges on the fall-interim-spring plan participated and spent one month at the centers; two students spent thirteen weeks in the centers.

Recruiting was a major problem during the early months of the project because student teachers and directors of student teaching had little knowledge of the centers or their programs. The problem disappeared as student teachers returned from the centers to their home institutions with information about the centers, the programs, and the value of this kind of clinical experience.

Twenty-one student teachers were placed during the year. Many applications were submitted for student teaching during the 1969-70 academic year.

PLANNING FOR SUPERVISION

Colleges and universities which ordinarily had student teachers and supervisors working in the general locale of the Job Corps centers were invited to become participating or supervising institutions in the Job Corps Student Teaching Project. Their major functions were (1) to work with the Job Corps centers to develop student teaching programs, (2) to orient student teachers to teaching in Job Corps centers, (3) to provide supervision for student teachers, and (4) to aid in the evaluation of the program.

Each of the supervising institutions developed jointly with its corresponding Job Corps center a program for student teaching. Supervising colleges and universities, and Job Corps centers, were given complete freedom in planning and executing the programs so that they might take advantage of the unique features which each center had to offer. The college or university assigned a college supervisor and the Job Corps center a classroom teacher to each student.

The University of Minnesota requested that college supervisors observe and meet with student teachers individually at least once a week and, in addition, provide seminar experiences for them. All supervisors were at, or near, the doctoral level, and were by training and experience well qualified for supervision of student teachers.

The following colleges and universities served as supervising institutions:

Bemidji State College, Bemidji, Minnesota (Lydick Lake Job Corps Conservation Center)
Black Hills State College, Spearfish, South Dakota (Boxelder Job Corps Conservation Center)
Moorhead State College, Moorhead, Minnesota (Tamarac Job Corps Conservation Center)
Western Illinois University, Macomb, Illinois (Chicago Job Corps Center for Women, and Clinton Job Corps Center for Women)

TEACHING

Ordinarily, the first week of the student teacher's assignment was one of orientation to the center. Student teachers reported that they became familiar with the program, the facilities, the students, the staff, and the administration of the centers through tours, conferences, staff meetings, informal conversations over coffee, observations, etc.

The second and following weeks were devoted to individual and small group instruction in language arts, mathematics, home economics, health, physical education, and the "World of Work."

A limited number of students were in a Job Corps center when the orders were issued for the termination of the center. These students were immediately reassigned and completed their student teaching requirements in the public schools.

Chapter II.
Findings

Characteristically, a model of student teaching includes the student teacher, the supervisor, and a locale or setting, interacting to provide experiences from which the new teacher emerges. These three basic components can be viewed as a network of effectors so that when one component is manipulated the others are, by definition, altered. The degree of intensity of the manipulation will, in time, cause corresponding alteration in the core experience with correlative alterations occurring in the remaining components.

Typically, the setting is a public school; the student teacher is a second-semester junior or first-semester senior in an elementary or secondary area; and the supervisor is a faculty member from a college of education. A relatively minor alteration or manipulation within the student teacher component, *e.g.*, selecting a sophomore student teacher, would produce a relatively minor alteration in the core experience. A relatively major alteration or manipulation within the setting component, *e.g.*, selecting a Job Corps center rather than a public school, would produce a major alteration in the core experience. The AACTE project manipulated one component—the setting—and, in so doing, affected the usual meaning of the other two components. The experience thus led both the student teacher and the supervisor to see teaching and supervision in new ways.

Student teachers were introduced into a school population consisting of underprivileged youth from urban, rural, migrant, and suburban environments. The school population contained students who came from differing racial, cultural, and economic backgrounds. In this setting, the minority groups which comprise the Job Corps student population became the majority. Student teachers, who came from the majority group in society, suddenly experienced reality as being in the minority. This change was an emotional shock to student teachers who were confronted with such subcultural experiences for the first time. For the first time, being intellectually aware of and closely identified with minorities required a change in personal concepts.

Student teachers from all projects reported overcoming preconceived fears. The following statement by a participant typifies their reactions:

> Now I can walk into a classroom filled with Negroes, Hawaiians, Mexicans . . . I can help one just as well as the other . . . I have never considered myself prejudiced, but then I have never been in a situation to test this. I will admit now that when I first arrived here and went to dinner to find ninety percent of the girls dark, my stomach was right up in my throat. I was afraid. Terribly afraid. Maybe it doesn't sound like much to have gotten over this fear but, having been in the situation, it really is an accomplishment. I only wish other people going into the educational field could be given the opportunity to test themselves. It takes so little to actually come to the realization that all people, no matter what their color, are basically the same. They are all people and need the same things—physical needs such as food and warmth, but also love, someone to care about them, and someone to let them know they have worth and are not just "problems."

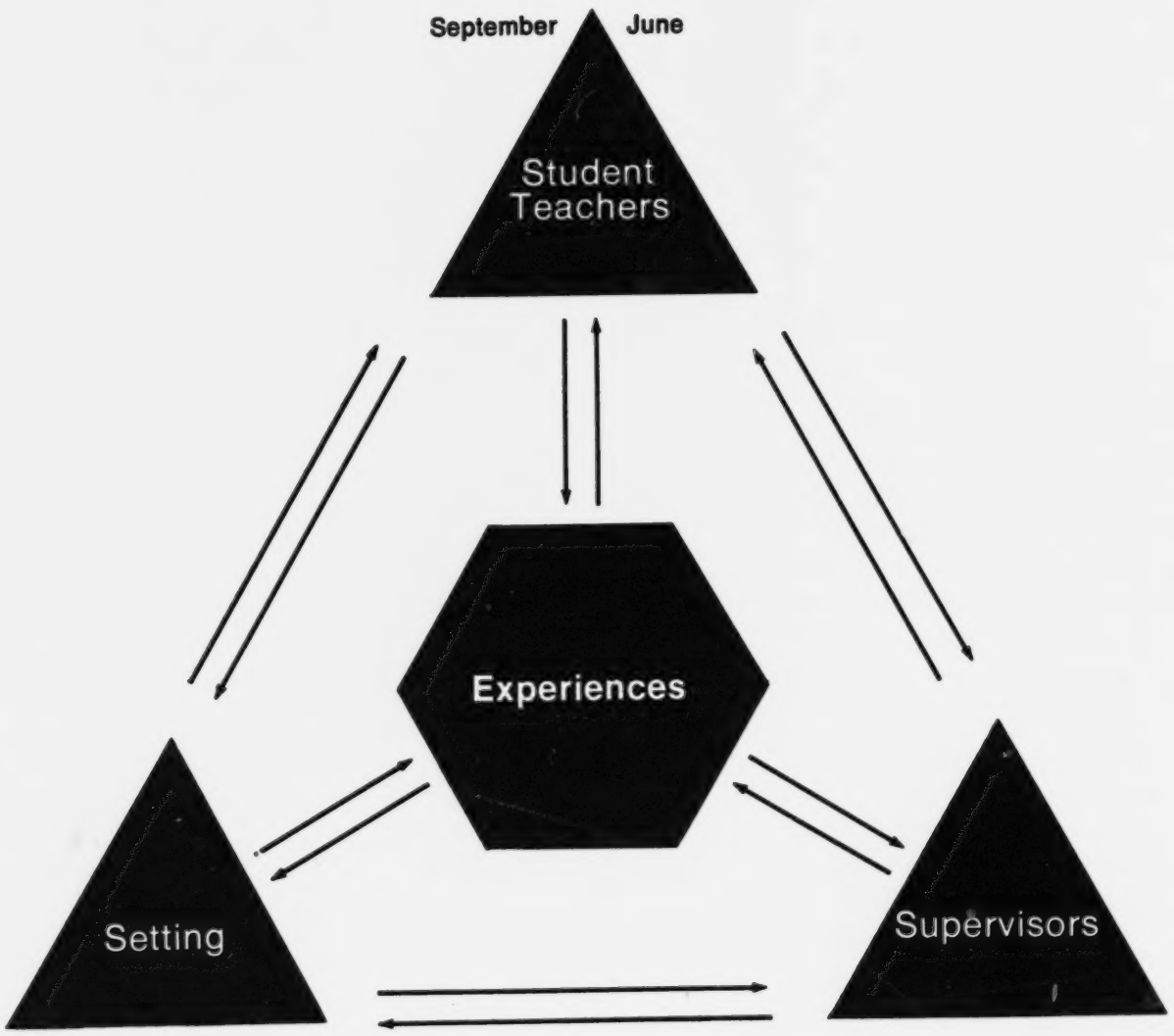
Greater self-confidence in the ability to accept, to be accepted, and to function effectively with diverse student populations was reported by project participants. They reported the following:

> The experience aids in identifying potential dropouts in the public school and better to understand the disadvantaged child.
>
> The student teacher becomes aware of the importance of the individual and not just the subject matter.
>
> I can see in my room (at public school) some of the same problems the corpsmen have.
>
> This experience has taught me much more patience than I had when I came. I also am confident now that I can teach and live with many different kinds of people.
>
> You learn about all kinds of people. If you can't get along here you would never make it "there."

Project participants emphasized the importance of recognizing intra-group differences as well as inter-group differences. As a result of this experience they believed themselves now able to identify the individual as a person regardless of his group of origin.

> One of the most important things a student teacher will learn is to appreciate every other person as an individual.
>
> You learn to respect them as fellow human beings.
>
> I learned how to listen, and how not to turn corpsmen, people, off.
>
> . . . the give-and-take between me and the girls. I had something to give (teach) to them and they had things to give me (understanding).

Not only were self-concepts modified, but student teachers believed this very modification to be one of the most important aspects of the student teaching practicum.



An experiential model for student teaching.

THE SUBCULTURE

"I don't think anyone could convince me that I made a wrong decision coming to Job Corps."

This statement or its many variants is frequently made by participants upon successful completion of the Job Corps program. This particular quotation is from the evaluative questionnaires completed by the Job Corps student teachers. It reflects one of the unanticipated "findings" common to the six different projects and represents the student teacher's attempt to articulate one of the major "fringe benefits" of this AACTE program. The participants repeatedly pointed out, in considering some of the "best" things about this student teaching experience, that it is not enough to know the meaning of subculture and to know about the existence of subgroups in our society. It is far more important to understand and appreciate the social consequences of minority group membership, of being poor. Without this understanding and appreciation, the student teachers believe there are too many "communication blocks," too many things that "get in the way of" an effective student-to-teacher relationship. The student teacher participants identified this aspect of the experience in various ways, including the importance of living in the dorms and thereby having an "opportunity to step down from the teacher position (so that) the real educational problems of the students come to light." "There is a difference between knowing you are going to leave the center at 5 o'clock or that you are going to stay." "We were told to eat in the mess hall (once) for the experience. We ate there every day."

Finally, the student teachers were clear in expressing their belief that this important new "freedom" to function effectively as teachers with a diverse student population was unique to the Job Corps placement:

"This type of program approach has to be experienced. No book, no set of statistics, nor knowledgeable lecture (about subcultures of the disadvantaged) would be an adequate substitute for 'being there.' "

DISCIPLINE

A common concern of beginning student teachers is classroom management. Student teachers in Job Corps centers were not exempt from this concern. Before assignment, many expressed great apprehension about their ability to manage young adults who had not been successful in school and who generally had been considered "problem" youngsters. This apprehension ordinarily disappeared toward the end of the first week of student teaching.

Why was classroom management such a passing concern for these student teachers? Supervisors and student teachers report that Job Corps men and women are a select group because they have made a break with the past and have chosen to redirect their lives; that individual and small group instruction eliminates many of the causes of disruptive behavior; and that student teachers discovered quickly that learning could take place in a relaxed and sometimes noisy atmosphere.

This does not mean that discipline problems were not encountered by student teachers in this project. It does mean that the majority of participants reported that problems of control did not hamper their teaching.

CREATIVITY IN CURRICULUM

Most student teachers believed that freedom from problems of classroom management allowed them to be more effective as teachers. In such an atmosphere they felt more relaxed and freer to experiment, change, and modify their teaching. Freedom to be creative was also aided by college supervisors and cooperating teachers who established rapport and confidence with participants early in the program. Since the Job Corps program is a new and innovative program, the need to conform and follow established patterns was not, therefore, identified as a necessary element of the experience. The internalization of student teachers' past experiences with elementary, secondary, and college teachers, and the addition of a personal touch was often not an appropriate pattern in this environment. Working with individuals progressing at their own rate and removal of letter grades did not allow for use of the kind of lecture, assignment, and evaluation pattern often experienced in the student teacher's own past. Because of the nature of Job Corps and the experimental aspects of the student teaching program, participants accepted the freedom to be, themselves, more experimental.

SUPERVISORY FUNCTIONS

The college supervisor of student teaching at the Job Corps centers performed many of the established supervisory functions. In his work with the student teachers, however, the uniqueness of the situation and

the experience required more than the usual personal involvement and commitment by the supervisor. Furthermore, the supervisor's experiences included his assuming several new responsibilities in the process of establishing and continuing to develop this new situation for student teaching experiences.

In the process, each supervisor assumed an administrative role in carrying out his direct responsibilities for program budgeting and related reporting. In similar manner, the supervisor became an administrator, since he was continually called upon for policy-making activities concerning clarification of purpose, design, or process of the student teaching program at his center.

Closely related to his administrative role was the supervisor's wholly new responsibility in functioning as liaison in information and coordination concerns between the center, teaching education institutions, and the public school related to, and participating in, the Job Corps project.

Another unique feature of the supervisor's responsibilities contrasted with the usual procedure, whereby the college coordinator handles all student teaching assignments. In the project most supervisors were not only responsible for placing and supervising, but also for recruiting, interviewing, and selecting student teachers for the Job Corps experience.

Finally, the supervisor was primarily and deliberately looking at and evaluating the student teacher-corpsmen relationships. This particular emphasis is generally not given such *central* consideration by supervisors. But in the Job Corps project, the student teacher's ability to relate positively to the learner is central to the individual personalized instruction approach to learning, and therefore it was central to the supervisor's evaluation of the effectiveness of the student teacher. Furthermore, this deliberate focus on the student teacher also gave unique direction to seminar considerations of value systems and methods for the development of effective levels of trust, both of which are integers of effective student-teacher relationships.

PROBLEMS IN MUTUAL UNDERSTANDING

Bringing together oftentimes strangers—college teachers, public school teachers, and Job Corps center staffs—and designing new programs for student teaching gave rise to numerous conflicts. Because they were not well-informed about the Job Corps or its program, and because they could not accept a setting other than the public schools, many college teachers rejected entirely the belief that a center could become a setting for student teaching. Others could accept the centers as settings for student teaching but not for their level or subject areas. They felt that Job Corps centers did not have appropriate programs and that their present student teaching programs were entirely satisfactory. Occasionally, student teachers reported that, upon their return to college after student teaching, instructors as well as other college students minimized the importance of their experience.

Center staffs frequently expressed disappointment with the educational programs of the public schools and indicated that if the schools were doing a proper job there would be no need to have Job Corps centers. Center staffs sometimes saw student teachers as helpers and substitutes rather than teachers-in-training.

Student teachers residing in centers were sometimes identified as corpsmen or corpswomen or staff by local townspeople and found themselves being forced to take positions in defense of not only the Job Corps program but also their desire to work with the type of youngster found in the centers.

Continuous efforts were made by supervisors and coordinators to interpret the programs of the Job Corps centers to college teachers and the position of the colleges to the center staffs. These efforts included many varied activities, *e.g.*, exchange of Job Corps teachers and Job Corps staff members, evening get-togethers, informal conversations, etc.

Chapter III.
Evaluation and Recommendations

In reviewing the various proposals, suggestions, and recommendations from the various institutional reports presented in the first chapter, it is essential to remember the multiplicity of philosophies operative in each university and college. The difficulty of evaluation is further compounded when one attempts to extract generalizations and specifications from a milieu of diversity. Each college and university represented in the project retained individual rights to implement the type of program which would best answer the three questions posed earlier. In essence, the goals of the project were to ascertain:

1. Whether student teaching in the Job Corps centers could be a valid experience in the preparation of beginning teachers.
2. Whether working with youth in the Job Corps center could provide valuable learning experience for future teachers who accept positions in the inner city or other neighborhoods made up of large numbers of disadvantaged youth.
3. Whether teaching materials used in Job Corps centers could have broad application for use in the public schools.

Definitive answers to the above questions are not obtainable at this time, and additional follow-up study involving the participants now teaching is recommended. However, data gathered over the past year *support* the evaluative comments which follow. Also, collective judgments elicited from the project team have resulted in the presentation of recommendations to guide future planning.

As experience is gained in organizing and developing special educational experimental projects, educational personnel will benefit from these early attempts at innovation. What the project team envisioned was a learning situation that permitted individual expression of talent under the guidance of stimulating professional personnel. In this context, a colleague relationship was encouraged that involved the student teacher, the Job Corps staff, and the university supervisor. How well these objectives were met can be judged from the following remarks. It is not the purpose of this chapter to list all the evaluation and recommendation remarks of each separate institution; nevertheless, several are here presented as evidence of the project's success and recommendations for future efforts.

EVALUATION

Evaulative comments were drawn from the findings presented in the previous chapter. Among the more important evaluation remarks, the following have been singled out for special comment:

1. The Job Corps student teaching project was most relevant in aiding the student teacher to examine his own self-image. Quite frankly, in the beginning, several student teachers admitted to real problems of racial prejudice. For some, this proved to be restrictive as they worked with students in class. Small group seminars were extremely valuable in helping the student teacher understand his *own* feelings about self and deprived youth. The opportunity to discuss these feelings with a trained and sensitive supervisor was not always available and it should be considered for future programs.
2. Student teachers repeatedly stressed the benefits derived from interaction with a differing culture and value system. In this respect it is essential that teachers who will work in deprived areas be given the opportunity to study and learn the habits and attitudes of socio-economically deprived youth. The Jop Corps project presented a real learning situation for the majority of these student teachers. Previous academic work did not always prepare the student teacher to comprehend the complexity of another class-culture. Interaction and reaction with Job Corps trainees provided the stimulus often lacking in the campus classroom. It seems valid to conclude the Job Corps student teaching experiences provide a relevant stimulus for work in inner-city and rural schools.

   Concrete learning situations, however, must be supplemented by formal study of the psychological and sociological aspects of poverty. In short, it should not be assumed that direct experience with deprived youth is a complete substitute for formalized study; however, formalized study without the real experience of working with disadvantaged youth becomes irrelevant in contemporary society.
3. The opportunity to participate in a learning situation where students were volunteers provided new insights regarding classroom discipline. Student teachers were permitted to provide intensive, individualized instruction in a learning environment where students participated because they *chose* to do so. Job Corps trainees

are in the centers because they choose to be and this, in itself, alleviates many discipline problems that plague public school environments. The opportunity to exert creative leadership and teaching permitted the student teachers the necessary latitude to innovate and create. As a result, they were required to improvise beyond their formal learning and to provide teaching experiences that would reach the hard-core dropout.

4. One area worthy of comment involves supervision as provided by the project supervisors. Each supervisor in this project was experienced and qualified to provide the necessary advice and support to the student teacher. In many ways the supervisors were required to go beyond the boundaries of traditional supervision. The role demands upon the supervisor were further enlarged by the necessity to provide liaison services between the institutional and Job Corps setting. For example, project supervisors had to supervise an operating budget, develop administrative policy, and screen and select all student teacher participants. In addition, considerable efforts were expended by both supervisor and student teacher in understanding the affective domain. It was vital to stress the necessity of close, personal relationships with the Job Corps trainees. Years of poverty and neglect have had an effect on these youngsters and student teachers were concerned about developing sincere rapport. This placed a heavy burden upon the supervisor to help the student teacher understand the dynamics of human relationships. The seminars were valuable as integrative situations where the student teachers could explore topics of human personality.
5. A *flexible* program, such as is found on a Job Corps center, allows—indeed forces—the student teacher to be creative. Here the classroom situation, with its heavy emphasis on programmed materials and individualized instruction, differs drastically from a trainee's earlier experiences. The lecture-assign-recite syndrome has disappeared. The trainee may borrow techniques from teachers he knew in the conventional setting, but only to a limited degree. In the end, the style he is forced to develop is new —and his own.
6. The majority of student teachers and supervisors involved in the project felt that a number of the instructional materials used in Job Corps classrooms could be beneficially utilized in the public school to facilitate individual instruction. Specifically mentioned were those materials used in GED math and reading. Diversified materials made available in Social Problems classes were also considered suitable. Several student teachers in the Astoria project, half Job Corps and half public school, actually used some Job Corps programmed reading materials in Astoria High School Junior English classes. This was completely accepted by both the administration and the cooperating teacher.

SUMMARY

It thus becomes clear that, at the present time, the overwhelming reaction of the student teachers and college supervisors is that student teaching in a Job Corps center is a valid and valuable learning experience for prospective teachers. Indeed there was a strong current of feeling that this kind of experience was appropriate and valuable for all student teachers, whatever their career goals.

The final test, of course, rests on the performance of these students as they accept positions in the public schools. The project staff strongly recommends that steps be taken to conduct a follow-up study of the students who participated in the program.

The inquiry regarding the use of Job Corps materials in the public schools was, by necessity, more limited, but here again the reaction was positive. All of the students worked with the materials at some time in the program. A limited number of students had an opportunity to utilize some of the Job Corps materials in a public school setting. The evidence then, although based on a limited sample, would indicate that Job Corps materials can be utilized by the public schools at large. The project staff recommends that the Job Corps make a concerted effort to inform prospective teachers regarding these resources by developing a plan whereby the materials could be made available to the curriculum laboratories of teacher preparation institutions.

RECOMMENDATIONS

To develop and strengthen programs of teacher preparation, it is necessary that changes occur in the existing system. The members of this project are cognizant

of many and varied efforts throughout the United States to improve the scope and quality of teacher education. However, several recommendations are pertinent and appropriate:

1. *Full-time commitment to the particular teacher-training situation should be encouraged, with a concurrent in-service seminar on the problems peculiar to that environment.*

   Total immersion in the teaching situation was beneficial in order to achieve the goals of the project. The length of time spent in the Job Corps centers varied. It ranged from four weeks in the Pacific Northwest to nine months in Albuquerque. However, all the project programs were arranged so that trainees spent many hours a day teaching. Some trainees spent a minimum of four hours a day, while others spent a full teaching day in the center. Several assignments obliged the trainee to eat and sleep at the center for his entire project experience. These extensive experiences tended to give the trainee the "feel" for the culture of poverty, a sense of being vitally included in the educational process.

   Seminars were conducted in educational sociology, educational psychology, and problems encountered with culturally diverse youth. It is generally agreed that discussions and interactions with knowledgeable college personnel were helpful in understanding the cultural background of the Job Corps students.

   However, to achieve this kind of deep involvement, it seems necessary to provide stipends for students to obtain the blocks of time needed for the experience. Trainees who are self-supporting may not need financial assistance, but trainees who need such should have it available to them.

2. *More attention should be given to orienting Job Corps center staff in teacher-training project purposes.*

   Student teachers are placed in the centers primarily to gain teaching experience in this kind of setting. They are *not* substitute teachers. Openness in the communication channels between supervisors and administration may supply part of the answer. In addition, giving the Job Corps cooperating teacher the same honorarium as public school cooperating teachers would designate the program as an approved teacher-training experience. In several centers, the Job Corps personnel expressed the need to have further professional help in solving some of the teaching problems inherent in a Job Corps setting. New poverty projects like the Job Corps, by their nature, present problems which experienced college faculty may help to solve. Other problems arise with the addition of teacher trainees in the centers. The use of consultant help might conceivably lessen these.

3. *The student-teacher curriculum should include more training in small-group process and analysis.*

   In all the various projects it became apparent that group experiences were beneficial in changing attitudes. Whether in the form of small seminars led by the supervisor or dormitory living with other trainees where common experiences were discussed, the group experience made a marked impact. Student teachers became aware of their prejudices. They shared mutual confidences and problems. They grew in their ability to communicate their feelings with others. They helped each other develop goals in their chosen profession—teaching. They became more aware of their own self-image and their role in the educational process.

   The Job Corps experience would seem to indicate that small-group work is a highly effective method of instruction, particularly for disadvantaged youth. It then seems appropriate for all prospective teachers, particularly those who plan to work in disadvantaged areas, to have extensive preparation in the theory and techniques of this kind of group work.

4. *The supervisor in charge of special experimental educational projects should have faculty status and duties which will help maintain that status.*

   It became obvious that, in order for experimental projects to function properly, the supervisor had to have the rights, privileges, and authority of a college of education faculty member. A graduate student or special project director lacks the freedom to act with the decisiveness needed to fulfill the role of a supervisor. He has first to gain approval for creative decisions and these are often delayed or rejected because of the traditional nature of a particular college

faculty. Professional rank within the college would free the superior to make decisive judgments, to be directly responsible for grades and evaluation, to have the channels of communication with the college and cooperating institution open, and to be directly responsible to the funding agency, whether college or federal.

5. *Special experimental projects, such as the Job Corps programs, need to be funded within the regular college of education budget and should not rely on outside funding for support.*

   Year-by-year contracts from funding agencies outside schools of education hamper program stability. Programs like the AACTE project, which are generally successful, should not face discontinuation simply because outside support is no longer available. Termination should be based upon program effectiveness as measured by periodic evaluation. If a program is started with the help of outside funding, consideration should be given during the early stages to a smooth transfer of fiscal responsibility to the university's regular budget.

6. *Greater effort should be made to explain to faculty what Job Corps is and what kind of experience student teachers will have there.*

   The general university attitude toward Job Corps may be described as uninformed. This is partially due to the image projected by mass media coupled with a lack of accurate knowledge of Job Corps in general. Notwithstanding supposed and actual Job Corps weaknesses, the AACTE project, in the view of the supervisors who wrote this report, was generally successful in terms of program objectives. This positive opinion, voiced by both student teachers and project supervisors, should be communicated to on-campus faculty by:

   a) Providing student teachers who have completed their Job Corps experience with opportunities to speak to on-campus education classes.
   b) Inviting education professors to visit Job Corps centers; in particular, academic department heads (e.g. English and history) whose students are currently doing student teaching in Job Corps classrooms.
   c) Providing time for project supervisors to discuss aspects of the programs with on-campus faculty; department heads and deans should structure seminar sessions for this purpose.

7. *Colleges of education should seek diversification in the types of recruits and broaden the experiences offered.*

   Student teachers have, in one way or another, been telling schools of education that the programs they offer to prepare teachers are barely doing the job. Student sit-ins and/or strong negative verbalization have become common on many of our campuses. Teacher trainees are asking that realistic experiences which take them into the field "where the action is" become integral features of their training programs. Furthermore, they are demanding that colleges recognize that society has split into factions, and that training programs must provide specialized training for these factions. Many of today's teacher trainees are committed to making public education more relevant to precollege students. In support of their position, we urge teacher training institutions to seek a more diverse student clientele, one that will meld the dissident student elements into educational programs truly oriented to problems of modern society.

8. *More attention should be given to developing inter-personal skills among student teachers.*

   In support of this recommendation, it is essential that teacher training institutions require and provide courses for all undergraduates in group dynamics or personal development. The teacher of tomorrow needs opportunity now to assess the impact he has upon others and also to know his own unique characteristics as a human being. We urge that steps be taken immediately to rectify this omission in teacher training. To understand the value structure of differing ethnic groups within American society is not enough. The teacher must understand his own unique self before he can enter secure relationships with others.

9. *Teacher training experiences in public schools and other educational settings such as Job Corps must continue to be an integral part of a student teacher's education.*

   It is no longer adequate to provide *one* unique setting to meet the requirements of a pluralistic society.

10. *Attempts should be made to devise supervisory*

techniques which could be used in this varied kind of teacher training situation.

Though there was little similarity between the projects, many of the techniques used by the supervisors were the same. Each supervisor indicated that his role in the project became one of coordinator or liaison between various persons or institutions. This meant that much of his time was spent in communicating the progress of the project to the Job Corps administration, the college of education faculty, the student trainees, and the AACTE office. Success in this role depended upon the supervisor's personality, his ability to organize the program, and his effectiveness in developing channels of communication with the parties involved. It was also agreed that a local director of a project involving value reorientation should be closely concerned with the students. Whether the supervisor or some other person appointed by the supervisor performs the duty, there must be close personal supervision and communication with the trainee. Both oral and written evaluation techniques were beneficial in the total program. However, supervisory techniques traditionally applied to the public school were not, according to project supervisors, pertinent when working with student teachers in the Job Corps setting. The business of collecting objective data, *e.g.*, Flanders Interaction analysis and various "at task" techniques useful in collecting information on group instruction, did not always help the student teacher engaged in individual instruction.

11. *Didactic and experimental instruction should be included in the total program to facilitate student understanding of the culture of poverty.*

In the first recommendation, it was mentioned that college faculty taught seminars in educational psychology and educational sociology with an emphasis on culturally deprived children. These were directed toward the goal of acquainting the student teacher with academic and experimental exposure to children who are not of the same ethnic heritage as the trainees. These seminars were enlightening and helped to gain an appreciation of the youngsters found in Job Corps. It was further recommended that students be given experiences outside the seminars and student teaching classrooms. Several projects had the trainees living on the grounds throughout their tenure at the center. Other trainees chaperoned dances or field trips. Still others became involved in counseling, advising, and consulting with the adolescents in their efforts to adjust to a new way of life. These informal occasions gave a deeper insight into the thinking and feeling of these young people and were invaluable in the achievement of the goals of the AACTE-Job Corps Project.

With considerable pride in its achievements, we submit this report of the AACTE-Job Corps Project. While our labors have not ceased, we realize all too well that continued research must be expended to train the teacher. Educational progress and change have lagged behind the technological advances of the past twenty years. It is the consensus of the project team that teachers for *all* children need to be trained in situations where they will meet all kinds of students. In retrospect, the Job Corps Student Teaching Project was an effort in this direction. We hope it will not be the last.